

*The preservice teacher
knows the discipline...*

Physical Education
(Kindergarten - Grade 12)

Introduction

The following competencies are intended to clarify Standard 1.1, “. . . knows the discipline,” in the Missouri Standards for Teacher Education Programs MoSTEP process. The competencies are firmly rooted in the profession’s best knowledge and practices. In addition to considering the findings from the 1995 Missouri Youth Risk Behaviors Survey, these competencies are drawn from guidelines established by the American Alliance for Health, Physical Education, Recreation and Dance and the National Association for Sport and Physical Education. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers.

In the process of developing a physical education program to meet the competencies, institutions should use as an underlying theme, the promotion of lifelong learning, continued physical activity throughout life, and the development of a high level of wellness for the students.

The beginning (preservice) physical education teacher will demonstrate a knowledge of and/or competency in the following areas of study:

1. Fundamental locomotor, non-locomotor, manipulative skills and movement concepts;

The competency covering fundamental skills and movement must include skill analysis and the ability to provide feedback to students. (HPE 4; CR 11, 13)

2. Developmental, individual, dual and team activities and developmental games;

Outdoor activities and noncompetitive activities must be part of the lifetime leisure activities competency and the emphasis should be on physical activities. (HPE 4; CR 6, 7, 11, 13)

3. Lifetime leisure activities;

Outdoor activities and noncompetitive activities must be part of the lifetime leisure activities competency and the emphasis should be on physical activities. (HPE 2, 3, 4; CR 6, 7)

4. Rhythmic activities and various types of dance;

Outdoor activities and noncompetitive activities must be part of the lifetime leisure activities competency and the emphasis should be on physical activities. (HPE 4; CR 13)

5. Functions of the human body and the physiological effects of exercise;

A significant part of the physiological aspects of exercise should be its relationship to personal wellness, including physical fitness concepts and nutrition. (HPE 1, 2, 3, 5; CR 2, 4)

6. Human anatomy and movement from a structural and mechanical perspective;
(HPE 1; CR 2, 3)

7. Motor development and motor learning;
(HPE 1, 4; CR 11)

8. Impact of history and philosophies on individuals and programs;

History and philosophies must include current philosophies and the development and implementation of programs in which students will acquire knowledge and skills to continue activity throughout life and through which they will develop overall wellness. This concept must also include preparation to show that physical education is part of the Comprehensive School Health Program expanded model. (HPE 1; CR 1)

The Physical Education competencies have been developed to correlate with the following documents:

- Missouri's Show-Me Standards, abbreviated as:
HPE 1,4 = Health/Physical Education section, statements 1 and 4
G 3 = Goal number 3
- Missouri's minimum requirements for Physical Education certification, effective September 1, 1997, abbreviated as:
CR 1 = Certification Requirement 1

The beginning (preservice) physical education teacher will demonstrate a knowledge of and/or competency in the following areas of study:

9. Individual differences as related to physical activity to allow optimal participation;

Individual differences would accommodate concepts such as, but not limited to, diversity, multiculturalism, and gender differences. The intent would be to allow students to do the best that they can do. (HPE 1, 2; CR 5, 8)

10. Psychological and sociological factors related to physical activity and changes in performance;

Psychological-sociological concepts must be dealt with as a two-way relationship. The impact of physiological-sociological factors on physical activity and changes in performance is important. Equally important is the effect of societal activities on the psychological-sociological aspects of the individual and society. (HPE 2; CR 9, 10)

11. Statutes, regulations, and policies related to physical education;

The competency relating to statutes, regulations and policies is not intended to require preservice teachers to know the laws. More significant is knowing where to find out what the statutes, regulations, and policies are and how to access them. In addition, if policies relating to physical education do not exist, teachers should know how to encourage policy development. (CR 8)

12. Injury prevention, first aid, CPR, and how to access emergency procedures;

Injury prevention and first aid would include liability and safety. Specific certification relating to safety should be addressed at the local district level and should not be a requirement for teacher certification. (e.g. If aquatics activities are part of the curriculum, local districts should require Water Safety Instructor certification.) (HPE 5, 7; CR 12)

13. Consumer issues related to the marketing, selection, and use of products and services; and

Consumer issues may well be addressed in some of the other competencies, such as physiology of exercise and lifetime leisure activities. However, marketing, which addresses how products and services are advertised and promoted, must be covered separately. The fitness and wellness fields have to contend with the promotion of equipment and other products and services which are, in many instances, detrimental to what we are trying to accomplish. (HPE 6)

14. Career opportunities in related fields.

Teacher preparation must address career opportunities that are non-teaching in nature. These would be in the areas such as wellness, athletic training, fitness, and sport related careers.

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Development Committee

Certification Requirements, Physical Education, grades Kindergarten-12, Missouri State Board of Education, effective 1997.

Competencies for Beginning Teachers in Health Education, Missouri Advisory Council of Certification for Educators-MACCE, accepted by Missouri State Board of Education, 1994.

Competencies for Health Education (work copy), developed by Missouri Advisory Council of Certification for Educators-MACCE during revision of certification requirements for Health Education, 1992.

Handbook for Continuing Accreditation Visits, National Council for Accreditation of Teacher Education-NCATE, February 1994.

Missouri's Frameworks for Curriculum Development, Missouri Department of Elementary and Secondary Education, 1996.

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, Interstate New Teacher Assessment and Support Consortium-INTASC, Sponsored by the Council of Chief State School Officers.

National Teachers Examination, Educational Testing Service, Princeton, NJ. Specialty area test descriptions.

New Standards for Teacher Education Programs in Missouri-NSTEP for Institutions Seeking Continuing Approval of Teacher Education Programs (draft 2/96).

Next Steps: Moving Toward Performance Based Licensing in Teaching, Interstate New Teacher Assessment and Support Consortium-INTASC.

Redesign of licensure of Kansas educators, Kansas State Board of Education, February 1996.

"The Show-Me Standards," Missouri Department of Elementary and Secondary Education.